

We have seen that happen in Texas under the President's leadership. I believe it can happen nationally, and I think that is one of the strengths of this bill is to say let us stop that soft discrimination. Let us provide the kind of educational opportunities we need to provide to the minorities in this country so that we give them the kind of freedom for those children to be all that they can be.

Let me say this, with the flexibility it offers, it is the very thing we heard on our education hearing we had in Lexington, Kentucky. We had a hearing on minority education in Lexington, Kentucky, at Booker T. Washington. One of the things we heard from a teacher, Richard Greene, was that give us the flexibility locally that we need to take these children to mentor them, to provide the kind of education that they need, because he does that. He has seen lives turned around.

I believe this education bill will give greater opportunities to make real differences in the lives of those students and allow that teacher, Richard Greene, to provide that mentoring and opportunity to those students to give them the opportunity again to reach their full potential and be all they can be.

Mr. KILDEE. Mr. Chairman, I yield 2 minutes to the gentleman from New Jersey (Mr. ANDREWS).

(Mr. ANDREWS asked and was given permission to revise and extend his remarks.)

Mr. ANDREWS. Mr. Chairman, this Congress, led by the gentleman from Ohio (Chairman BOEHNER) and the gentleman from California (Mr. GEORGE MILLER), has come together to produce an agreement that I believe will make America's public schools better, and I am pleased to support it.

This bill introduces a new principle into Federal education policy; and that is, as we increase resources to public schools, we also increase responsibility. We require schools that have not measured up to figure out how to measure up, and we make a promise that the resources will be provided to make that measurement happen.

I am particularly pleased that, with the cooperation of the majority, we have made efforts in this bill to expand opportunities to use Federal resources for pre-kindergarten education. Under a provision of the manager's amendment, which I worked on with the gentleman from Ohio (Mr. BOEHNER), schools will be able to use monies under title IV of this bill to provide quality pre-kindergarten education.

Also, under title I of this bill, the bill clarifies that, in whole school reform, pre-K monies may also be used. I also appreciate the fact that the majority worked with my efforts to provide funding for peer mediation programs so that school violence can be curtailed.

We are going to work together to pass this bill, Republican and Democrat. We will work together and send it to the President's desk. I believe that

schools and students all across the country will be better for it. I urge my colleagues to support this bill.

Mr. KILDEE. Mr. Chairman, I yield 2½ minutes to the gentleman from Tennessee (Mr. FORD).

Mr. FORD. Mr. Chairman, I thank the gentleman from Michigan (Mr. KILDEE) for yielding me this time.

Mr. Chairman, I thank the gentleman from Ohio (Mr. BOEHNER) and the gentleman from California (Mr. GEORGE MILLER) for all the hard work that was expended in crafting a compromise between the two parties.

I will say that I plan to support this legislation for many of the reasons enumerated already, particularly by the gentleman from New Jersey (Mr. ANDREWS) and the gentleman from Wisconsin (Mr. KIND).

I will add that I am a little disturbed and concerned about three issues, Mr. Speaker. One is the enormous gap between the funding levels provided in the authorization, and we all use all this terminology here, meaning, for those who are watching at home, if there is anyone watching at home, the amount of money that we said we would spend and the amount of money that we intend to spend.

The amount of money that we said we want to spend, we indicated in the committee. The amount of money that we intend to spend was decided on the floor not long ago when we passed the budget resolution offered by the majority. The problem is there is an enormous gap between what we said we want to spend and what we actually intend to spend.

So all of this sounds great, but until the appropriators come to meet and decide on what that level of funding would be, we face a problem.

Two, we constantly complain in this body about how the Federal Government is not living up to its responsibility with local governments in terms of providing dollars for special education, or IDEA as we call it.

I hear from educators all across my district, Democrats, Republicans, those who teach in schools where one has a large swath of poor kids and those who teach in districts where one has middle-class or upper-income students.

The former chairman of our committee from Pennsylvania, who was a good man, often complained that before we moved as a Congress to enact new programs, we ought to live up to our commitment; we the Federal Government should live up to our commitment to provide up to 40 percent of funding for IDEA. We are not doing that. Not only are we not doing that, but amendments were blocked by the majority.

The last two points: the most urgent challenge we face in the great State I am from, Tennessee, and the area I am from, Memphis, is building new schools. No money is provided for that and no opportunity to bring an amendment for that.

Lastly, class size reduction. I had the opportunity to speak at one of the fin-

est schools in my district's graduations. Thirty-six students graduated. Wonderful class. The kids are all going to go on to college. I will speak at a few other graduations in the coming days.

As I hear fourth and fifth grade teachers complain about teaching 25 to 30 students, I cannot help but think why the majority would not allow an amendment to deal with class size reduction.

Again, I intend to support this bill; but I submit to this Congress, if 5- and 6- and 7-, 8-, 9-, 10-, 11-, 12-year-olds could vote, they would vote us all out of the place. Because not one of them would support learning in a school that was 40 to 50 years old, where water does not run, where roofs are falling in. We would not subject ourselves to that, and we certainly should not subject our kids to that.

We will pass this bill in the coming days, but I hope we come back and do what is right and build schools for kids all across this Nation.

Mr. KILDEE. Mr. Chairman, I yield 2 minutes to the gentleman from Maryland (Mr. WYNN).

Mr. WYNN. Mr. Chairman, I thank the gentleman from Michigan for yielding me this time.

Mr. Chairman, we may be actually watching Congress at its best; that is to say, that we have managed to, number one, address one of the Nation's most pressing concerns, improving our education system; and, two, we have done it in a very bipartisan method.

To that extent, I want to begin by offering congratulations to the gentleman from Ohio (Chairman BOEHNER) for his hard work and also to the gentleman from California (Mr. GEORGE MILLER), a Democratic chairman. I think this is a great example of what happens when we work together. We deal with the Nation's business. This is not a perfect product, however; but it certainly is a very good product.

The administration, many of my Republican colleagues want to talk about accountability. We need to ensure the students perform and the schools perform. Those are very good things. My State of in Maryland has been a leader on the question of accountability. The additional tests will help us measure whether our students are achieving or whether we are passing them through.

But in addition to accountability, we also need resources; and that is why I am very pleased that additional resources are in this bill for title I to help disadvantaged students, also for teacher training and class size reduction. I would like a little more for class size reduction, but clearly there has been a substantial improvement led by the Democrats saying we need resources in addition to accountability.

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Reading, the foundation for educational achievement, is funded adequately, and I am very pleased with that. And my personal issue, after-